

POLICY AND GOVERNANCE COMMITTEE OF THE WHOLE  
AGENDA

BOARD OF EDUCATION

School District 8 Kootenay Lake, Board Office

570 Johnstone Road, Nelson, B.C. V1L 6J2

TUESDAY, FEBRUARY 12, 2019

12:30 - 2:00 P.M.

1. CALL TO ORDER

2. ACKNOWLEDGEMENT OF ABORIGINAL TERRITORY

*We acknowledge, respect and honour the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District #8.*

3. INSERTIONS/DELETIONS TO PROPOSED AGENDA

4. ADOPTION OF AGENDA

Proposed Resolution:

The Policy and Governance Committee of the Whole Agenda for this February 12, 2019 meeting, BE ADOPTED, as circulated.

5. RECEIVING PRESENTATIONS/DELEGATIONS

Nil

6. OPPORTUNITY FOR COMMENTS BY THE PUBLIC

7. CORRESPONDENCE

Nil

8. ADOPTION OF MINUTES (p. 3)

App. A

Proposed Resolution:

The Policy and Governance Committee of the Whole Minutes from the January 8, 2019 meeting, BE ADOPTED.

9. OLD BUSINESS

A. Action

- a) Policy 230 and Section 300 Policies (p. 6)

App. B`

Proposed Resolution:

The following policy 230 and section 300 policies be recommended to the Board for approval:

Section 200: Health & Safety

Policy 230: Child Abuse and Neglect

**Section 300: Students**

Policy 310: Code of Conduct

Policy 311: Use of Illegal Drugs and Alcohol

Policy 320: Student Attendance

Policy 330: Sexual Orientation Gender Identity

Policy 340: Discrimination and Harassment (new: Policy 580?)

**B. Information/Discussion**

Nil

**10. NEW BUSINESS**

**A. Action**

- a) Review of Policies (p. 23)

App. C

**New Section 300 policies (moved out of Administrative Procedures)**

Policy 340: Outside Organizations

Policy 350: Student Records

Policy 360: International Students

**Section 400: Instruction and School Organization**

Policy 410: School Choice and Catchment

Policy 411: Schools and Programs of Choice

Policy 412: Independent Homeschooler

Policy 430: Fees, Deposits and Financial Hardship

Policy 440: Extra-Curricular and Co-Curricular Activities

Policy 441: Student Eligibility for Extra-Curricular Activities

Policy 450: Student Services

Policy 460: Language

Policy 480: Parent Advisory Councils/District Parent Advisory Council

Policy 490: School Closure

**Proposed Resolution:**

The above new and revised policies be recommended to the Board for approval:

**B. Information/Discussion**

Nil

**11. POLICY PRIORITY LIST/ANNUAL PLAN (p. 51)**

App. D

**12. QUESTION PERIOD**

An opportunity to ask for clarification.

**13. MEETING SCHEDULE AND REMINDERS (p. 52)**

App. E

The next P&G COW Meeting is scheduled for April 9, 2019 at the Nelson Board Office.

**14. ADJOURNMENT**

BOARD OF EDUCATION  
POLICY AND GOVERNANCE COMMITTEE OF THE WHOLE  
MINUTES  
TUESDAY, JANUARY 8, 2019

**BOARD:** L. Trenaman, S. Nazaroff, B. Maslechko, D. Lang, A. Gribbin, S. Walsh,  
S. Chew, B. Coons (*via Video Conference*), C. Beebe (*via Video Conference*)

**DISTRICT STAFF:** C. Perkins, Superintendent  
M. McLellan, Secretary-Treasurer  
B. Eaton, Director of Inclusive Education  
D. Holitzki, Director of Human Resource Services  
N. Ross, Acting Director of Innovative Learning Services  
S. Whale, Executive Assistant

**PARTNERS:** S. Kalabis, KLPVPA  
V. McAllister, KLPVPA  
N. Latham, CUPE  
M. Bennett, CUPE  
D. Kunzelman, KLTF (*via Video Conference*)  
D. Sabourin, KLTF

**REGRETS:** B. MacLean, Director of Operations  
N. Howald, Director of Information Technology

1. **CALL TO ORDER**

2. **ACKNOWLEDGEMENT OF ABORIGINAL TERRITORY**

*We acknowledge, respect and honour the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District #8.*

3. **INSERTIONS/DELETIONS TO PROPOSED AGENDA**

It was agreed the date of the next meeting at Bullet 13 should read February 12, 2019.

4. **ADOPTION OF AGENDA**

Moved by Trustee Trenaman, seconded by Trustee Nazaroff, AND RESOLVED THAT:

The Policy and Governance Committee of the Whole Agenda for the January 8, 2019 meeting, BE ADOPTED, as circulated and amended.

5. **RECEIVING PRESENTATIONS/DELEGATIONS**

Nil

6. **OPPORTUNITY FOR COMMENTS BY THE PUBLIC**

Nil

7. **CORRESPONDENCE**

Nil

**8. ADOPTION OF MINUTES**

It was agreed that item 14 should read policy 160 instead of 460 from the November 27, 2019 Minutes.

Moved by Trustee Trenaman, seconded by Trustee Chew, AND RESOLVED THAT:

The Policy and Governance Committee of the Whole Minutes from the November 27, 2018 meeting, BE ADOPTED as circulated and amended.

**9. OLD BUSINESS**

**A. Action**

Nil

**B. Information/Discussion**

Nil

**10. NEW BUSINESS**

**A. Action**

Nil

**B. Information/Discussion**

**a) Section 300 Students Review**

The Board discussed all policies in the section 300 and did minor revisions. These revisions will be marked red and presented to the next Board Meeting for approval. There was a discussion around policy 340: Discrimination and Harassment. Trustee Gribbin requested to move this policy to the 100 policies or change "the Board" to "the District". On this point, it was agreed that staff will look into the appropriate language and provide a response to the Committee.

Moved by Trustee Nazaroff, seconded by Trustee Bill, AND RESOLVED THAT:

Section 300 Policies will be recommended to the Board Meeting for approval.  
Opposed: Trustee Gribbin

**11. POLICY PRIORITY LIST/ANNUAL PLAN**

**12. QUESTION PERIOD**

Nil

**13. MEETING SCHEDULE AND REMINDERS**

The next Policy and Governance Committee of the Whole Meeting is scheduled for February 12, 2019 at the Nelson Board Office.

14. **ADJOURNMENT**

Meeting adjourned at 1:46 pm

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Chair

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Secretary-Treasurer

DRAFT

## **POLICY 230: Child Abuse and Neglect**

The Board of Education for School District No. 8 (Kootenay Lake) recognizes its obligation to ensure the safety and physical and emotional well-being of all students within its jurisdiction. Employees who have reason to believe that a child has been or is likely to be abused or neglected, or may need protection, are to promptly report the matter to a child protection social worker.

The purpose of this policy is to support a comprehensive, coordinated and collaborative approach for responding to child abuse and neglect by:

- providing child abuse prevention programs to students;
- providing school officials, employees and other persons working in schools with
- training in recognizing signs of child abuse and neglect;
- providing school officials, employees and other persons working in schools with
- direction and training on their legal obligation to report child abuse and neglect to a Child Welfare Worker under the Child, Family and Community Service Act, to the police where the child is in immediate danger, and to school officials;
- requiring school officials to investigate and report to the police allegations of child abuse involving current and former school district employees, volunteers or contract service providers;
- establishing a child abuse/neglect reporting and investigation protocol with other responsible agencies, to identify the roles and responsibilities of school officials and personnel from other agencies, in responding to allegations of child abuse or neglect; and
- providing assistance to victims of child abuse and neglect by counselling and referrals to other agencies, as appropriate.

### Guidelines

1. Recognizing, reporting, investigating and dealing with abuse and neglect are addressed in a Trilateral Protocol Agreement.
2. The Superintendent is responsible for the implementation of procedures for management of alleged sexual abuse by a student.

## POLICY 310: Code of Conduct

### Overview

The School District No. 8 (Kootenay Lake) Code of Conduct has been established to maintain a safe, caring and healthy learning environment

It is the shared responsibility of students, staff, parents/guardians and the broader community (school community), to demonstrate positive conduct while attending any school or District related activity, at any location.

All members of the school community have an obligation to:

- Support learning
- Promote Safety
- Respect property, environment, personal space and privacy
- Model courtesy, compassion and respect.

All members of the school community must refrain from engaging in any in-person or digital communication or behavior that is considered to be:

- Interfering with the learning and working of others
- Bullying, harassing, intimidating, retaliating, discriminating or violence
- Unsafe or illegal including the possession, use or distribution of illegal or restricted substances, or the possession of weapons or replicas.

All members of the school community are expected to comply with the purpose and spirit of the BC Human Rights Code, including not engaging in discriminatory conduct on the basis of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age.

The Board considers the conduct of any member of the school community that adversely affects the school environment to be a breach of the District Code of Conduct and to warrant appropriate forms of intervention. Every effort will be made to support individuals and to determine the root causes of behavior. If the safety or educational program of others is compromised, or if there is an ongoing failure to meet the expectations of the Code of Conduct, a range of consequences will follow. Whenever possible, incidents will be resolved by discussion, mediation and restitution.

### Policy

#### Students

Related Legislation: School Act [RSBC 1996, Part 6, Division 2, Section 85,1.1; Part 9, Division & 168 2, (s.1)

Related Contract Article: Nil

Adopted: July 14, 1998

Amended: Oct. 26, 2004

Amended: April 8, 2008

Amended: April 1, 2014

Amended: May 8, 2018

Amended: October 9, 2018

The Board of Education, School District No. 8 (Kootenay Lake), expects students to treat others with respect and courtesy and to conduct themselves in a manner which contributes to and promotes a safe, caring and orderly learning environment in schools and at school activities.

~~The Board considers the conduct of any member of the school community that adversely affects the school environment to be a breach of the District Code of Conduct and to warrant appropriate forms of intervention.~~ Special consideration may apply to students with special/diverse needs if these students are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.

The Board of Education believes all individuals in the school district have the right to an environment free from discrimination and acknowledges that certain kinds of discrimination as prohibited by the BC Human Rights Code must be a part ~~of a~~the district and ~~school~~each school's code of conduct.

The Board of Education therefore expects students to not, without a bonafide and reasonable justification, publish, issue or display, or cause to be published, issued or displayed, any statement, publication, notice, sign, symbol, emblem or other representation that:

1. indicates discrimination or an intention to discriminate against a person or class of persons;
2. expose a person or group or class of persons to hatred or contempt because of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age.

The prohibited grounds for discrimination are to be addressed by schools in their code of conduct.

## ~~District~~ Code of Conduct

### Expected Behavior

1. Respect  
Students are expected to show respect for people, property, and the school's code of conduct. They are expected to act in a responsible manner and be respectful of the rights of others at school and school activities wherever held.
2. Responsibility  
Students are expected to gradually assume more responsibility for themselves, as individuals and members of society. They are expected to become more responsible for undertaking, organizing and completing their school work and for contributing to and promoting a safe, caring and positive school environment.
3. Commitment  
Students are expected to strive for excellence in all their school endeavors and comply with school expectations and rules for student work, attendance, behaviour, and deportment.

Related Legislation: School Act [RSBC 1996, Part 6, Division 2, Section 85,1.1; Part 9, Division & 168 2, (s.1)

Related Contract Article: Nil

Adopted: July 14, 1998

Amended: Oct. 26, 2004

Amended: April 8, 2008

Amended: April 1, 2014

Amended: May 8, 2018

Amended: October 9, 2018



#### 4. Attitude

Students are expected to participate willingly and diligently in their assigned work and to undertake school activities with a spirit of cooperation and fair play.

#### Compliance with the ~~District~~ Code of Conduct

It is expected that students will abide by the District and School Code of Conduct going to and from school, on school buses, at school, and at school activities wherever held.

#### Retaliation Concerns

Schools and the district will take necessary measures to prevent any retaliation ~~by an individual~~ against a student who has made a complaint of a breach of code of conduct.

Related Legislation: School Act [RSBC 1996, Part 6, Division 2, Section 85,1.1; Part 9, Division & 168 2, (s.1)

Related Contract Article: Nil

Adopted: July 14, 1998

Amended: Oct. 26, 2004

Amended: April 8, 2008

Amended: April 1, 2014

Amended: May 8, 2018

Amended: October 9, 2018

## POLICY 311: ~~Use of~~ Use of Drugs and Alcohol

### Overview

The Board of Education for School District No. 8 (Kootenay Lake) does not condone ~~student use of any~~ illegal use by students of drugs or alcohol. ~~The Board recognizes that drug~~Drug and alcohol abuse by students while in attendance at school or a school sponsored function ~~requires discipline~~will result in consequences as well as support and guidance.

The Board believes that every effort must be made to assist students in maintaining their connection with the school while ensuring that appropriate steps are taken to assist the student.

In applying this policy, the Principal has discretion to take into account the age of the student and the factors and issues that may be affecting the student who is under the influence, or appears to be under the influence, or in the possession of drugs and/or alcohol while in attendance or on route to school or at any school sponsored activity.

### Guidelines

#### Policy (move to Administrative Procedures)

1. The following steps will apply to students who are under the influence, or appear to be under the influence, or in the illegal possession of drugs ~~and/or~~ alcohol while in attendance or on route to school or at any school sponsored activity.

#### 1.1. First Offense:

- 1.1.1. The principal or designate will meet with the student and determine to the best of his or her ability whether or not the student is under the influence of an illegal substance or alcohol.
- 1.1.2. The principal or designate must inform the parents/guardians as soon as practicable that the student appears to be under the influence or in possession of an illegal substance and must be picked up at school. If the parents cannot be reached or are unable to pick up the student, the student will be isolated pending a decision by the parents as to transportation home.
- 1.1.3. The parents/guardians will be asked to meet as soon as practicable at a time determined by the Principal or designate, to develop a plan of action to assist the student and to return the student to school as soon as possible.
- 1.1.4. The student may be suspended from school until such time as the meeting can be arranged with parents/guardians to develop a plan of action. The plan of action may include some form of restitution, involvement with an outside agency, or some plan

#### Link to Policy 251: Cannabis

Related Legislation: School Act [RSBC 1996, Part 6, Division 2, Section 85,1.1]

Related Contract Article: Nil

Adopted: September 27, 2004

Amended: June 21, 2005

Amended: April 8, 2008

Amended: October 9, 2018

other than suspension. If the student is suspended, an educational program must be provided to the student.

1.1.5. If the student is in possession of what appears to be an illegal substance, the RCMP or Nelson City Police will be notified.

1.1.6. The student will return to school when the plan is agreed to.

## 1.2. Subsequent offenses:

1.2.1. The principal or designate will meet with the student and determine to the best of his or her ability whether or not the student is illegally under the influence of ~~an illegal substance~~drugs or alcohol.

1.2.2. The principal or designate must inform the parents/guardians as soon as practicable that the student appears to be in contravention of applicable laws, under the influence or in possession of ~~an illegal substance~~drugs or alcohol, and must be picked up at school. If the parents cannot be reached or are unable to pick up the student, the student will be isolated pending a decision by the parents as to transportation home.

1.2.3. The student will be suspended;

1.2.3.1. Until such a time a meeting can be arranged with the parents/guardians and student to develop some form of drug and alcohol intervention, or

1.2.3.2. Until the student attends a meeting with ~~the Discipline District~~ District Committee. The District Committee will meet as soon as possible to determine the appropriate actions which may include some form of drug and alcohol intervention.

1.2.4. If the suspension is longer than three days an educational program must be provided to the student.

2. Trafficking or Selling Drugs or Alcohol - The following steps will apply to students who are trafficking or selling drugs and/or alcohol at any time during school hours, including traveling to and from school, or in attendance or participation at any school function.

2.1. The RCMP or Nelson City Police, as appropriate, will be consulted.

2.2. The principal or designate must inform the parents/guardians that the student has been caught trafficking in drugs or alcohol and parents/guardians will be requested to pick up the student at school. If the parents cannot be reached or are unable to pick up the student, the student will be isolated pending a decision as to transportation home.

2.3. The student *will* be suspended indefinitely and will be referred to ~~the Discipline District~~ District Committee.

### [Link to Policy 251: Cannabis](#)

Related Legislation: School Act [RSBC 1996, Part 6, Division 2, Section 85,1.1]

Related Contract Article: Nil

Adopted: September 27, 2004

Amended: June 21, 2005

Amended: April 8, 2008

Amended: October 9, 2018

2.4. During the period of suspension, a program will be provided. If the student is 19 years of age or older, no program will be provided by the Board.

2.5. The ~~Discipline~~District Committee will review the circumstances of the infraction and apply the consequences which may include further suspension up to and including a recommendation to the Board for expulsion.

3. At any time when a student is suspended under this Policy, the parents/guardians must be informed in writing giving the details of the incident, the steps in the process and the possible consequences for the student's action.

4. A copy of the Appeal By-Law will be attached to the written decision by the ~~Discipline~~District Committee.

~~Link to:~~ [Policy 251 – Cannabis](#)

[Link to Policy 251: Cannabis](#)

Related Legislation: School Act [RSBC 1996, Part 6, Division 2, Section 85,1.1]

Related Contract Article: Nil

Adopted: September 27, 2004

Amended: June 21, 2005

Amended: April 8, 2008

Amended: October 9, 2018

## POLICY 320: Student Attendance

~~The Board of Education for School District No. 8 (Kootenay Lake) believes that students' knowledge, skills and attitudes are enhanced through regular school attendance.~~

The *School Act* of British Columbia and its accompanying Regulations are explicit about each school-age student's compulsory attendance at school, except when excused under those exemptions permitted by legislation. Under legislation, parents or guardians are responsible for ensuring that school attendance requirements are fulfilled as prescribed.

The Board of Education for School District No. 8 (Kootenay Lake) believes that students' knowledge, skills and attitudes are enhanced through regular school attendance.

There is an expectation that ~~the~~all schools in the district establish, communicate and enforce fair and consistent attendance procedures.

Parents/guardians of students shall be informed of absenteeism in a timely fashion in order to support learning and ~~also~~ student safety.

## POLICY 330: Sexual Orientation / Gender Identity (SOGI)

The Board of Education for School District No. 8 (Kootenay Lake) is committed to providing a safe, positive, and inclusive learning and working environment for all students and employees regardless of their sexual orientation or gender identity. In accordance with the *Canadian Charter of Rights and Freedoms* (CCRF) and the *B.C. Human Rights Code*, the Board values all of its students and employees.

The Board recognizes that some students and employees may identify as: Lesbian, Gay, Bisexual, Transgender, Transsexual, Two-Spirit, Queer (LGBTQ+), or ~~who~~ are questioning their sexual orientation or gender identity. Therefore, it is expected that the District will:

- Ensure inclusion of all students and employees in all aspects of school life regardless of their sexual orientation, including the right for students to participate in extracurricular activities;
- Define appropriate terms (definitions), behaviours, and actions in order to prevent discrimination, harassment, and exclusion through greater awareness of, and responsiveness to, their harmful effects;
- Ensure that complaints about ~~homophobia~~ SOGI-based discrimination are taken seriously and dealt with effectively and in a timely fashion through consistently applied policy and administrative ~~regulations~~ procedures; and
- Raise awareness and improve understanding of the lives of individuals who are discriminated against, harassed, excluded, or feel unsafe based on their sexual orientation.

### Guidelines

#### 1. Definitions *(move to Administrative Procedures)*

**Asexual:** A person who is not sexually attracted to any gender or sex. Asexual people may still be romantically attracted to people of a variety of genders and sexualities and have romantic, non- sexual relationships.

**Bisexual:** A person who is attracted to both women and men.

**Gay:** A person who is attracted to someone of the same sex and/or gender as themselves. This word can be applied to all genders of relationships, but has primarily been used in reference to men.

**Gender:** A socially constructed concept of identity based on roles, behaviours, activities, and appearance such as masculine, feminine, androgynous, etc.

**Gender expression:** The ways a person presents their sense of gender to others (for example, through clothes, hairstyle, mannerisms, etc.).

**Gender identity:** A person's internal sense of being a man, a woman, genderqueer etc. This is not the same thing as a person's biological sex, and may not be consistent with how they are perceived by others.

**Gender nonconforming:** A term that often refers to children who express gender in ways that differs from societal expectations of the sex and gender assigned to them at birth. For the

Related Legislation: Canadian Charter of Rights and Freedoms [Section 15 (1)]

Related Contract Article: Nil

Adopted: February 24, 2015

Amended: October 9, 2018

purposes of this policy and accompanying regulations gender nonconforming children are included under the term trans\*.

**Homophobia:** The fear, ignorance and mistreatment of people who are, or are perceived to be, lesbian, gay or bisexual. This often leads to bias, discrimination, hatred, harassment and violation of the human rights of lesbian, gay or bisexual people. Homophobic bullying can also be targeted against any individual, regardless of perceived sexual orientation.

**Intersex:** Refers to people whose reproductive or sexual anatomy is not easily defined as male or female. There are a variety of ways someone can be intersex, ranging from having ambiguous genitalia to having mixture of XX and XY chromosomes. Intersex individuals have historically been mistreated in North American society (i.e. being forced to have “corrective” genital surgeries as infants). The term Disorders of Sexual Development is being used increasingly amongst medical professionals in reference to intersex conditions, however, this term has not been fully adopted by intersex communities at the time this policy is being written. The word hermaphrodite was historically used to describe intersex individuals, however, this term is considered highly offensive.

**Lesbian:** A woman who is attracted to other women.

**LGBTTO+:** An acronym that in this case stands for lesbian, gay, bisexual, trans\*, Two-Spirit, and queer/questioning. There is a wide range of other terms often included in this acronym (often referred to by queer communities as “the alphabet soup”) such as asexual, and this acronym tends to vary depending on the source. The plus sign (+) indicates the inclusion of all sexual and gender identities.

**Perceived as LGBTTO+:** Refers to someone who is treated as if they are LGBTTO+ even if they do not identify as such.

**Pronouns:** The words one uses to refer to themselves (e.g. he/him/his; she/her/hers; they/them/theirs; xe, xem, xyr, etc.)

**Sex:** A biological classification based on physical attributes such as sex chromosomes, hormones, internal reproductive structures, and external genitalia. At birth, it is used to identify individuals as male or female. For those whose sex is not easily categorized as male or female see Intersex.

**Sexual Orientation:** Refers to a person’s attraction towards a particular gender or sex. Someone may identify as lesbian, gay, bisexual, queer, pansexual, etc. It is important to remember that sexual identity and gender identity are separate.

**SOGI:** Sexual Orientation and Gender Identity ([Link to Ministry of Education SOGI Policy Guide](#))

**Trans\*:** (also Trans, Transgender, Transsexual) An umbrella term that can be used to describe people whose gender identity and/or gender expression differs from what they were assigned at birth. Some trans\* people may choose to medically transition by taking hormones, having surgery. Some trans\* people may choose to socially transition by changing their name, clothing, hair, etc.

**Transphobia:** Fear, ignorance and mistreatment of people who are, or are perceived to be, trans\* or gender nonconforming. This often leads to bias, discrimination, hatred, harassment and violation of the human rights of transgender or gender nonconforming people. Transphobic bullying can also be targeted against any individual, regardless of perceived gender expression.

**Transition:** A term most commonly used to refer to someone transitioning from one gender to another. Transition often consists of a change in style of dress, selection of a new name, and a request that people use the correct pronoun when describing them. Transition may, but does not always, include medical care like hormone therapy, counseling, and/or surgery.

**Two-Spirit:** An Aboriginal term describing the embodiment of both masculine and feminine spirits. This identity is not limited to gender expression or sexuality, but encompasses them both while incorporating a spiritual element. It is a standalone identity, not an Aboriginal term for gay or lesbian.

## 2. Safety/Anti-Harassment

2.1. Any language or behaviour that deliberately degrades, denigrates, labels, stereotypes, incites hatred, prejudice, discrimination, harassment towards students or employees on the basis of their real or perceived sexual orientation or gender identification will not be tolerated and will be addressed as outlined in [suggested Policy 580 \(move to HR, also change in HR training\) 203](#) - Discrimination and Harassment and the related [Administrative RegulationsProcedures](#).

2.2. Schools will be required to specifically include the prohibition of such language and behaviour in their student Codes of Conduct.

## 3. Counselling and Student Support

3.1. All counsellors in the district shall be educated in the knowledge and skills required to understand LGBTQ+ issues concerning students, staff and families.

3.2. Counsellors will be informed and familiar with all policies with respect to human rights, homophobia, heterosexism, hate literature, discrimination and harassment.

3.3. Counsellors will be sensitive to LGBTQ+ students as well as students from LGBTQ+ headed families.

3.4. Elementary and secondary schools will appoint a staff person to be a safe contact for students who identify themselves as LGBTQ+ and those who are questioning. School administrators will inform students and other staff about the location and availability of this contact person.

3.5. Schools are encouraged to provide identified "safe places" for LGBTQ+ students as well as students from LGBTQ+ headed families and where students who identify as straight may seek support and find answers to questions they may have.

Related Legislation: Canadian Charter of Rights and Freedoms [Section 15 (1)]

Related Contract Article: Nil

Adopted: February 24, 2015

Amended: October 9, 2018



3.6. Where students request and staff are willing to volunteer their time, gay/straight alliance clubs (GSAs) will be encouraged at secondary schools in the district and clubs which respect and celebrate all forms of diversity will be encouraged for intermediate elementary school students.

#### 4. Counselling and Staff Support

4.1. All staff in the District will be made aware of the Employee & Family Assistance Program, where they may access support in understanding LGBTQ+ for themselves, to provide understanding regarding a family member, or to gain understanding about how to support LGBTQ+ students.

#### 5. Staff and Professional Development

5.1. The district shall provide and promote opportunities for staff to increase their awareness and understanding of the scope and impact of discrimination against LGBTQ+ people.

5.2. The district shall provide and promote opportunities for staff to increase their knowledge and skills in promoting respect for human rights, supporting diversity, and addressing discrimination in schools.

#### 6. Washroom and Change Room Accessibility

6.1. The use of washrooms and change rooms by transgender students and staff shall be assessed on a case-by-case basis, ensuring the staff member or student's safety and comfort, minimizing stigmatization and providing equal opportunity to participate in physical education classes and sports.

6.2. Students and Staff shall have access to the washroom and change room that corresponds to their gender identity. Those who desire increased privacy will be provided with a reasonable alternative washroom and/or changing area. Any alternative arrangement will be provided in a way that protects the individual's ability to keep their gender identity status confidential.

6.3. The decision with regard to washroom and change room use shall be made in consultation with the individual.

6.4. The Board will strive to make available single stall universal washrooms at all school locations and worksites during renovations or rebuilds.

#### 7. Access to Academic, Physical Education and Sports

7.1. Schools will reduce or eliminate the practice of segregating students or staff by sex. In situations where students or staff are segregated by sex, trans students and staff will have the option to be included in the group that corresponds to their gender identity.

7.2. Where possible, students and staff will be permitted to participate in any sex-segregated recreational and competitive athletic activities, in accordance with their gender identity.

Due to issues of disclosure and safety, some individuals may wish to participate in a sex-segregated activity that is not aligned with their gender identity.

- 7.3. Trans students and staff shall be provided the same opportunities to participate in physical education as all other students and staff, shall not be asked or required to have physical education outside of the assigned class time, and shall be permitted to participate in any sex-segregated activities in accordance with their gender identity if they so choose.

## 8. Dress

- 8.1. Students and staff have the right to dress in a manner consistent with their gender identity or gender expression. This includes students who may dress in a manner that is not consistent with societal expectations of masculinity/femininity.

## 9. Confidentiality and Privacy

- 9.1. A student or staff member's trans\* status, legal name, or gender assigned at birth may constitute confidential personal information that will be kept confidential unless its disclosure is legally required or unless the individual, or in the case of a student, the student's parent(s)/guardian have given authorization.
- 9.2. In situations where school staff or administrators are required by law to use or to report an individual's legal name or sex, such as for purposes of data collection, school staff and administrators will adopt practices to avoid the inadvertent disclosure of such information.
- 9.3. Students' and staff member's rights to discuss and express their gender identity and/or gender expression openly and to decide when, with whom, and how much private information to share will be respected.

## 10. Names and Pronouns

~~Trans\* students~~Students and staff will be addressed by the names and pronouns they prefer to use.

## 11. Official Records and Student Information

- 11.1. Whenever possible and permitted by law, requests made by a student, or the parent/guardian, to change the student's official record to reflect their preferred name and/or gender identity will be accommodated.
- 11.2. Whenever possible, at the request of a student or of a student's parent(s)/guardian, the student's preferred name and/or gender identity will be included on class lists, timetables, student files, identification cards, etc.
- 11.3. Unless the student or the student's parent/guardian has specified otherwise, communications between school and home shall use a student's legal name and the pronoun corresponding to the student's gender assigned at birth.

## POLICY ~~580 340~~: Discrimination and Harassment

The Board of Education for School District No. 8 (Kootenay Lake) recognizes the right of all members of the school community, including employees, students, parents and volunteers, to learn, work, consult and otherwise associate in an environment free from harassment and discrimination.

The Board recognizes their role in actively supporting ~~employees~~employees' work to prevent discrimination and harassment of students and their families. ~~Teachers should~~Staff will be encouraged to embed anti-bullying lessons into their existing curricula at all grade levels. Specifically, this includes, but is not limited to, teaching all students about the harmful effects of racism, sexism, homophobia, transphobia and ableism (abilities and disabilities). This also includes teaching students strategies to help protect themselves from these forms of harassment and discrimination.

To accomplish these goals, the Board will endeavor to promote Professional Development opportunities for ~~teachers~~staff to learn more about social justice issues and different forms of oppression. ~~We~~The Board will encourage ~~teachers~~staff to build upon their knowledge and to increase their ~~teaching~~awareness and strategies in these areas.

The Board of Education will also work with education and community partners to endeavor to ensure that classroom and library resources reflect the diversity of society and are free from cultural, racial and gender bias. The Board believes that our students can learn best when they see themselves and the lives of their families accurately reflected within the curriculum.

Everyone is vulnerable to harassment or discrimination, which could occur between members of the same sex, as well as between members of the opposite sex or members of a sexual minority including but not limited to lesbian, gay, bisexual, transgender, and transsexuals.

A harasser can be a superior (supervisor or teacher) or a peer (fellow student or co-worker) or a subordinate, or anyone coming into contact with another person, regardless of the relationship.

To this extent, the Board will not tolerate any conduct that could be classified as harassment, sexual harassment, discrimination or bullying and will make every reasonable effort to ensure that no employee, student, or parent is subjected to such behaviours. The Board complies with the B.C. Human Rights Code and is committed to providing healthful environments in which fairness and respect are both taught and modeled.

### Guidelines

All persons while on Board premises or while working for the Board or in Board-sponsored programs or activities are covered by this policy. This includes, but is not limited to, such categories as students, employees, parents, volunteers, medical practitioners, permit holders and contractors.

District staff at each site shall review this policy on a yearly basis at the first regular staff meeting to ensure that all employees are informed of the content of the Discrimination and Harassment policy.

## 1. Definitions

Related Legislation: Human Rights Code [RSBC 1996, Chapter 210, Sections 7 & 8]

Related Contract Article: Nil

Adopted: January 26, 1999

Amended: February 26, 2008

Amended: October 29, 2008

Amended: May 10, 2010

Amended: October 9, 2018

- 1.1. Harassment: For the purpose of this policy, harassment shall be defined as including:
  - 1.1.1. any improper behaviour that is directed at or is offensive to any person and is unwelcome and which the person knows or ought reasonably to know would be unwelcome.
  - 1.1.2. objectionable conduct, comment, materials or displays made on either a one (1)-time or continuous basis that demeans, belittles, intimidates or humiliates another person.
  - 1.1.3. the exercise of power or authority in a manner which serves no legitimate work purpose and which a person ought reasonably to know is inappropriate.
  - 1.1.4. such misuses of power or authority as intimidation, threats, coercion and/or blackmail.
- 1.2. Discrimination: Unfair treatment of a person or group on the basis of prejudice.
- 1.3. Sexual Harassment:
  - 1.3.1. any comment, look, suggestions, physical contact or real or implied action of a sexual nature which creates an uncomfortable working environment for the recipient, made by a person who knows or ought reasonably to know such behaviour is unwelcome.
  - 1.3.2. any circulation or display of written or visual material of a sexual nature that has the effect of creating an uncomfortable learning or working environment.
  - 1.3.3. an implied promise of reward for complying with a request of a sexual nature.
  - 1.3.4. a sexual advance made by a person that includes or implies a threat or an expressed or implied denial of an opportunity which would otherwise be granted or available and may include reprisal or a threat of reprisal made after a sexual advance is rejected.
- 1.4. Bullying:
  - 1.4.1. Bullying is verbal or physical behaviour by one (1) or more people who appear to be more powerful in some way than their victim. Bullying makes the victim feel uncomfortable, embarrassed and unsafe and can interfere with the victim's success at school or work.

## 2. Examples of Discrimination and Harassment

~~2.~~ **Specific examples of harassment, sexual harassment, bullying:** Sexual or personal harassment may include, but is not limited to behaviours, whether intentional or unintentional, which are perceived by the recipient as unwelcome. Examples of such behaviours:

2.1 remarks or correspondence with sexual overtones

2.2 jokes that cause awkwardness or embarrassment ~~(dirty, ethnic or religious jokes)~~

Related Legislation: Human Rights Code [RSBC 1996, Chapter 210, Sections 7 & 8]  
Related Contract Article: Nil  
Adopted: January 26, 1999  
Amended: February 26, 2008  
Amended: October 29, 2008  
Amended: May 10, 2010  
Amended: October 9, 2018

- 2.3 innuendoes, taunting or intimidation, based on one's real or perceived identity
- 2.4 gender-based, gender identity or sexual orientation-based remarks of a derogatory or sexual nature, or general insulting remarks
- 2.5 proposal of intimacy of a sexual nature
- 2.6 repeated unwelcome invitations, request for dates or sexual favours
- 2.7 leering, patting, pinching, touching, hugging, brushing against
- 2.8 displays of materials, pictures, cartoons or sayings of a derogatory, sexist, homophobic or transphobic, racist, pornographic or otherwise demeaning nature
- 2.9 calling someone names
- 2.10 spreading rumours
- 2.11 stealing or extorting someone's lunch or other property
- 2.12 exclusion from groups

### 3. What does not constitute discrimination or harassment?

- 3.1. an occasional compliment
- 3.2. flirtation or banter when it is mutually acceptable between/among peers or friends
- 3.3. normal exercise of supervisory responsibilities, including disciplining, when warranted.

### ~~4. Coverage of the policy~~

#### ~~4.1~~

~~4.1 All persons while on Board premises or while working for the Board or in Board sponsored programs or activities are covered by this policy. This includes, but is not limited to, such categories as students, employees, parents, volunteers, school nurses, permit holders and contractors.~~

~~4.2 Everyone is vulnerable to harassment or discrimination, which could occur between members of the same sex, as well as between members of the opposite sex or members of a sexual minority including but not limited to lesbian, gay, bisexual, transgender, and transsexuals.~~

Related Legislation: Human Rights Code [RSBC 1996, Chapter 210, Sections 7 & 8]  
Related Contract Article: Nil  
Adopted: January 26, 1999  
Amended: February 26, 2008  
Amended: October 29, 2008  
Amended: May 10, 2010  
Amended: October 9, 2018

~~4.3 A harasser can be a superior (supervisor or teacher) or a peer (fellow student or co-worker) or a subordinate, or anyone coming into contact with another person, regardless of the relationship.~~

#### 5.4. Procedure for informal resolution of a complaint *(move to Admin. Procedures)*

Complainants are encouraged, but not required, to immediately tell the other person when his/her behaviour is considered inappropriate and unwanted and ask that the unwanted conduct stop. Persons should comply immediately with the request without retaliation. If the complaint is not resolved the following procedures should be followed:

##### 45.1 Procedures for teachers -

Complaints involving teachers will be subject to the provisions of the Collective Agreement with the employer.

##### 45.2 Procedures for C.U.P.E. Employees -

Complaints involving C.U.P.E. members will be subject to the provisions of the Collective Agreement with the employer.

##### 45.3 Procedures for Students -

A student may choose to speak to a teacher or another adult that they are comfortable in approaching with a complaint. When the complaint is reported to a teacher or another adult, the information will be brought to the attention of the Principal or Vice-Principal who is required to investigate the matter and strive to bring about a resolution. Alleged harasser(s) will be informed, after consideration of the safety of the complainant, that a complaint has been filed against them. The student will be informed of the progress made toward resolving the complaint. ActsStaff will strive to prevent acts of retaliation will be disciplined appropriately and any such acts will receive consequences.

##### 45.4 Procedures for Parents/Volunteers/Others -

A parent or volunteer should report the incident to the Principal, Vice-Principal or a Supervisor who is required to investigate the matter. Alleged harasser(s) will be informed, after consideration of the safety of the complainant, that a complaint has been filed against them. The appropriate person will report back in writing to the complainant.

#### 6. Independent Investigation Report

Employees, students, parents and volunteers may choose to present the complaint to the police or Human Rights commissioner under the terms of the Human Rights Act.

~~7. District staff at each site shall review this policy on a yearly basis at the first regular staff meeting to ensure that all employees are informed of the content of the Discrimination and Harassment policy.~~

Related Legislation: Human Rights Code [RSBC 1996, Chapter 210, Sections 7 & 8]

Related Contract Article: Nil

Adopted: January 26, 1999

Amended: February 26, 2008

Amended: October 29, 2008

Amended: May 10, 2010

Amended: October 9, 2018

## **POLICY 340: Outside Organizations**

The Board recognizes that the work of many organizations is beneficial to students and schools. The Board will endeavor to work cooperatively with organizations when possible.

## **POLICY 350: Student Records**

Student records shall be maintained in a consistent manner throughout the district. They shall be stored in such a way as to permit easy access and retrieval by authorized personnel so as to maintain their confidentiality and security.



## **POLICY 360: International Students**

The Board of Education for School District No. 8 (Kootenay Lake) recognizes the value of international students within the District. The Board actively encourages and welcomes qualified students to programs in SD No. 8 (Kootenay Lake). To this end the Board will offer opportunities to international students to participate in the learning and social environments of Kootenay Lake schools in order to promote awareness of and appreciation for other cultures and strengthen the connection between School District No. 8 and other countries.

Related Legislation: Occupational Health and Safety Regulation 6.1-6.32  
Related Contract Article: Nil  
Adopted: March 27, 1998  
Amended: October 9, 2018

## POLICY 410: School Choice and Catchment

The Board of Education for School District No. 8 (Kootenay Lake) has established that student admission to district schools is guided by the following principles:

The admission process should maximize the number of students able to attend their catchment area school in accordance with their wishes.

The admission process should maximize the student's and parent's ability to choose the school and education program which best meets the student's educational needs.

The admission process should enable school and District staff to plan the allocation of space and instructional resources to best accommodate demand and to minimize the adjustments required at the beginning of the year.

### Guidelines *(move to Admin. Procedures)*

#### 1. Definitions

- 1.1. "catchment area ~~student~~child" means a person of school age and who normally resides in the catchment area of the school.
- 1.2. "continuing student" means a school age student in attendance at the school or a designated feeder school who is expected to continue in the educational program for the succeeding school but does not include a non-District ~~child~~student, a ~~child~~-student who withdraws or transfers from the school or educational program before the end of the previous school year, or a student who attended the previous year on a disciplinary transfer
- 1.3. "District choice programs" are unique programs approved by the Board, such as Late French Immersion, ~~or the Wilderness~~Outdoor Programs, and Academies, which are offered at individual schools.
- 1.4. "feeder schools" are schools whose students would normally proceed to the next higher grade in a "receiving school."
- 1.5. "non-catchment area ~~child~~student" means a person of school age, resident in the School District and who is not resident in the catchment area of the school.
- 1.6. "non-District ~~child~~student" means a person of school age, resident in British Columbia and who is not resident in the School District.
- 1.7. "parent" includes a guardian of a student ~~the person~~ appointed by Court Order or under the will of a deceased parent and does not include a non-custodial parent.
- 1.8. "place of residence," for purposes of this policy, a student's place of residence is deemed to be that of the student's parent unless satisfactory evidence is produced that the student's ordinary place of residence during the school year is elsewhere.

Related Legislation: School Act [RSBC 1996, Part 6, Division 2, Section 74.1]

Related Contract Article: Nil

Adopted: May 27, 2003

Amended: October 12, 2010

Amended: December 11, 2018

1.9. “previous school year” means the school year previous to the school year for which the student is applying to enroll in an educational program.

1.10. “School District ~~child~~student” means a catchment area ~~child~~student or a non-catchment area ~~child~~student who normally resides within the boundaries of the School District.

1.11. “transfer student” is a school-age student applying to attend a school other than the catchment school.

## 2. Determination of Available Space and Facilities

2.1. The School Act establishes priorities for enrolment to apply if the Board determines space and facilities are available in a school.

2.2. For the purposes of the School Act, space and facilities are available to enroll an applicant if:

2.2.1. there is capacity to provide the applicant with an educational program appropriate to the applicant’s needs;

2.2.2. there are both physical and educational resources, after reasonable enrolment projections have been made, to allow for accommodation of continuing students, and district programs located in the school; and,

2.2.3. if applicable, a Kindergarten program adequate to accommodate the projected enrollment of catchment area ~~children~~students.

2.3. The Board of Trustees delegates to the Superintendent of Schools or his/her designate, the decisions whether space and facilities are available in individual schools and educational programs for purposes of the School Act, in accordance with paragraphs 2.1 and 2.2.

2.4. Decisions will be made in consultation with the Principal of the affected school and will be based on program capacity, including consideration of the following factors:

2.4.1. the operating capacity of the school, as defined by the Ministry of Education;

2.4.2. staff assigned to a school by the District;

2.4.3. the physical space in which instructional programs operate in the school;

2.4.4. the number of special needs students already enrolled in a class;

2.4.5. the ability of the school to provide an appropriate educational program for the applicant and other students; and,

Related Legislation: School Act [RSBC 1996, Part 6, Division 2, Section 74.1]

Related Contract Article: Nil

Adopted: May 27, 2003

Amended: October 12, 2010

Amended: December 11, 2018

2.4.6. the needs of other programs located in the school.

2.5. Notwithstanding 2.4 above, in particular instances where the welfare of the **child student** is perceived to be at risk, every effort will be made to accommodate a transfer request.

2.6. If space and facilities are determined to be available, enrolment in educational programs at the school will be offered in the following priority order ~~and deadlines~~, provided that application deadlines and other application requirements are met:-

2.6.1. Firstly, any students in attendance in the previous year at a school or continuing on to the secondary school from the feeder elementary school ~~are~~: ~~automatically enrolled~~;

2.6.2. Secondly, new catchment area students or siblings of students who were in attendance in the previous year at a school or continuing on to the secondary school from the feeder elementary school;

2.6.3. ~~Thirdly, if space and facilities are determined to be available~~, new non-catchment area students, provided they have made their application: between 9:00 a.m. on the first Monday in March and 4:00 p.m. P.S.T, on the last Friday in March;

2.6.4. ~~Fourthly, if space and facilities are determined to be available~~, new non-district students, provided they have made their application: between 9:00 a.m. on the first Monday in March and 4:00 p.m. P.S.T, on the last Friday in March.

2.7. Students who apply after the deadlines will still be considered in priority order after students who registered prior to the set deadlines have been placed.

2.8. Waitlists will be established for those not accepted, to be maintained until September 30th.

2.9. Re-evaluation of space availability will take place periodically from March 30th until the Friday of the first week of school to ensure maximum numbers of requests are met at the earliest time possible.

2.10. Applicants for enrolment in Kindergarten programs and District choice programs will be separately prioritized ~~in accordance with the priorities set out in Regulation~~.

### 3. Tie-breaking

When applications made otherwise have the same priority, the time and date of application will determine priority between them, unless changes in the School Act allow a determination to be made by the board, the superintendent or the superintendent's designate to determine priority.

### 4. Guarantee of an Educational Program

Related Legislation: School Act [RSBC 1996, Part 6, Division 2, Section 74.1]

Related Contract Article: Nil

Adopted: May 27, 2003

Amended: October 12, 2010

Amended: December 11, 2018

School District ~~children~~students who apply for enrolment in an educational program will be provided with an educational program in the District, unless a parent of the student consents to a placement outside the School District.

## 5. Commitment

5.1. Applicants may apply for more than one educational program but may only be enrolled in one. When an applicant is offered and accepts enrolment in educational program (in or out of the District), applications for all other programs become invalid.

5.2. The Superintendent or designate is authorized to enter into reciprocal agreements with other School Districts to review wait lists and enrolment information in order to enforce this policy.

## 6. Program Requirements

Applicants for enrolment must meet all program requirements for the requested educational program and will be subject to any selection process established for that program.

## 7. Discretionary Acceptance: Suspended or Expelled Non-School District Students

7.1. Enrolment applications from non-School District children may be refused, if the child is: under suspension from a B.C. public school or School District, has been refused an educational program by a B.C. public school under s.85 (3) of the School Act for refusing to comply with the code of conduct and other rules and policies of the Board, or has failed to apply him or herself to his/her studies.

7.2. Such application will be referred to the Superintendent or designate for a decision on admission. Admissions may be made subject to terms and conditions.

## 8. Communication

Application periods and enrolment dates will be communicated to the school communities and to the community at large and may also be communicated to other communities within and outside the School District.

## 9. Application Process

9.1. Application forms for enrollment in a school outside the catchment area or outside the District are called "Out of Catchment Transfers".

9.2. Out of Catchment Transfer forms may be picked up by parents at any school or at the School Board Office.

9.3. The Out of Catchment Transfer form must be completed in full and hand-delivered, mailed or electronically sent to the Catchment School's Principal.

9.4. The time and date of receipt of the form will be stamped on the Out of Catchment Form.

Related Legislation: School Act [RSBC 1996, Part 6, Division 2, Section 74.1]

Related Contract Article: Nil

Adopted: May 27, 2003

Amended: October 12, 2010

Amended: December 11, 2018

9.5. Parents will be advised as soon as possible after the deadline has expired for applications for an Out of Catchment transfer.

9.6. Transportation to the out of catchment school shall be the responsibility of the parent or guardian unless permission has been granted by the Secretary-Treasurer for a student to ride a school bus. Permission may be granted provided that there is room on the bus and that no extra stops are required as a result of the student riding the bus.

## 10. School Catchments

The school catchments are appended below and may be altered by the Board from time to time.

### School Catchment (Late French Immersion (Grades 6 - 12))

The catchment area for this program is open to all students in the District.

### School Catchments (Slocan Valley)

#### W.E. Graham Community

(Grades K-6):

North end of School District No. 8 at Enterprise Creek, South to but not including Fire Protection No. 7487, on Highway 6.

(Grades 7-10):

North end of School District No. 8 at Enterprise Creek, South on Highway 6 to Williamson's turnaround, including Fire Protection No. 4558 and on the West side of the Slocan River to an including Fire Protection No. 4680, for those students who choose to attend the Outdoor Education Leadership Program (OELP) or the Valhalla Wilderness Program.

#### Winlaw Elementary

(K - Gr. 6):

Commencing South and including Fire Protection No. 7487 on Highway 6 to Williamson's turnaround and including Fire Protection No. 4558, on the West side of the Slocan River commencing at the North end of Avis Road, South to and including all of Vallican Back Road on the north side of the Little Slocan River.

#### Brent Kennedy Elementary

(K - Gr. 6):

Commencing in the North on Highway 6 at, but not including, Fire Protection No. 4558, South to and including all of Passmore Back Road on the South side of Little Slocan River, South to the junction of Highways 6 and 3A, East to the junction of Highway 3A and Viewridge Road and including the residences in Cora Lynn Heights, but not including the residences on Cora Linn Road, and West to the established boundary between School District No. 20 (Kootenay-Columbia) and School District No. 8 (Kootenay Lake).

### Mount Sentinel Secondary School

Related Legislation: School Act [RSBC 1996, Part 6, Division 2, Section 74.1]

Related Contract Article: Nil

Adopted: May 27, 2003

Amended: October 12, 2010

Amended: December 11, 2018

**(Grades 7 - 9):**

Commencing in the North on Highway 6 at, but not including, Fire Protection No. 4558 and on the West side of the Slocan River North to, but not including, Fire Protection No. 4680, South to and including all of the Vallican and Passmore Back Roads on both sides of the Little Slocan River to the junction of Highways 6 and 3A, East to the junction of Highway 3A and Viewridge Road and including the residences in Cora Lynn Heights but not including the residences on Cora Lynn Road, and West to the established boundary between School District No. 20 (Kootenay-Columbia) and School District No. 8 (Kootenay Lake), except for those students attending the Outdoor Education Leadership Program (OELP).

**(Grades 9/10 - 12):**

North end of School District No. 8 at Enterprise Creek, South on both sides of the Slocan River to the junction of Highways 6 and 3A, East to the junction of Highway 3A and Viewridge Road and including the residences in Cora Lynn Heights but not including the residences on Cora Lynn Road, and West to the established boundary between School District No. 20 (Kootenay-Columbia) and School District No. 8 (Kootenay Lake), except for those students attending the Valhalla Wilderness Program.

**School Catchments - (Nelson)**

**Blewett Elementary**

**(K to Grade 5):**

Commencing on the South side of the Kootenay River at the Eastern junction of Highway 3A and Granite Road and proceeding West on Granite Road to and including the City of Nelson Power Plant then commencing at and including the Residences on Cora Lynn Road east on Highway 3A to the point of commencement.

**Rosemont Elementary**

**(K to Grade 5):**

From Kootenay Lake along the West shore of Cottonwood Creek to Hall Mines Road extending to the end of Silver King Road, from Silver King Road West to the junction of Knox Road and Granite Road, North to Highway 3A to Government Road, East on Government to Cottonwood Creek.

**South Nelson Elementary**

**(K to Grade 5):**

From the former Great Northern rail tracks, North on Regent Street to View Street, West on View to Morgan Street, Northwest on Morgan Street to Park Street, but not including the homes on Park Street, to a line drawn north of Park Street to Kootenay Lake, West along Kootenay Lake to the West side of Cottonwood Creek, along Cottonwood Creek, Perrier Road and South to the North side of Barrett Creek.

**Hume Elementary**

**(K to Gr. 5):**

From Kootenay Lake, South on Park Street to Morgan Street, Southeast on Morgan to View Street, East on View to Regent Street, South on Regent to the Great Northern tracks including Trevor Street, and East along the tracks to Kootenay Lake beyond Bealby Point and from the City of Nelson Boundary to 500m west of Macgregor Road on Highway 3A.

**Trafalgar Middle**

Related Legislation: School Act [RSBC 1996, Part 6, Division 2, Section 74.1]

Related Contract Article: Nil

Adopted: May 27, 2003

Amended: October 12, 2010

Amended: December 11, 2018

**(Grade 6-8):**

In the West, commencing at and including the residences on Cora Lynn Road, East to 500m West of Macgregor Road on Highway 3A, and South but not including Barrett Creek Road.

**L.V. Rogers Secondary**

**(Grades 9-12):**

In the West, commencing at and including the residences on Cora Lynn Road, East to Coffee Creek and South but not including Barrett Creek Road.

**School Catchments (North Shore, Kaslo and Meadow Creek)**

**Redfish Elementary**

**(K to Gr. ~~6~~ as of fall 2019~~5~~):**

From 500m West of Macgregor Road on Highway 3A, East to Coffee Creek, including all of Procter and Harrop.

**J.V. Humphries Elementary/Secondary**

**(K to Gr. 7):**

From Coffee Creek, North to Schroeder Creek and West along Highway 31 to Retallack.

**(Grades 8-12):**

From Coffee Creek North to the boundary between School District No. 8 (Kootenay Lake) and School District No. 10 (Arrow Lakes), along the East side of Kootenay Lake to the end of the road, and West along Highway 31 to Retallack.

**Jewett Elementary**

**(K to Grade 5):**

Includes the communities of Lardeau, Cooper Creek, Meadow Creek, Argenta, Johnson's Landing and Howser.

**School Catchments (Salmo)**

**Salmo Elementary**

**(K to Gr. 6):**

From the South side of Barrett Creek, South to the International Border, East along Highway 3 to Kootenay Pass and West along Highway 3 to the boundary between School District No. 8 (Kootenay Lake) and School District No. 20 (Kootenay Columbia).

**Salmo Secondary**

**(Grades 7-12):**

From the South side of Barrett Creek, South to the International Border, East along Highway 3 to Kootenay Pass and West along Highway 3 to the boundary between School District No. 8 (Kootenay Lake) and School District No. 20 (Kootenay-Columbia).

Related Legislation: School Act [RSBC 1996, Part 6, Division 2, Section 74.1]

Related Contract Article: Nil

Adopted: May 27, 2003

Amended: October 12, 2010

Amended: December 11, 2018



## School Catchments (Creston, Crawford Bay and Yahk)

### Crawford Bay Elementary/Secondary

(K to Gr. 12):

North of Sanca Creek on Highway 3A.

### Adam Robertson Elementary

(K to Gr. 7):

West of 25<sup>th</sup> Avenue to Kootenay Pass, and North to Indian Road on Highway 3A, South to the U.S. border but not including the residences East of Highway 21 and South of 40<sup>th</sup> Street. The catchment also includes Wynndel Flats.

### Erickson Elementary

(K to Gr. 7):

From Bear Brook Road East on Lakeview-Arrow Creek Road to Highway 3, South along 25<sup>th</sup> Avenue to Goat River, East along the North bank of the Goat River to Highway 3.

### Canyon-Lister Elementary

(K to Gr. 7):

Commencing at the junction of Highway 21 and 40<sup>th</sup> street and then on a straight line East along the South Bank of the Goat River East and South to the International Border, along the International Border to Highway 21 then North on Highway 21 to and including 40<sup>th</sup> Street, East along Highway 3 to and including Kitchener Road, and East of Kitchener Road to Irishman Creek on Highway 3, South to the International Border.

### Prince Charles Secondary

(Grade 8 - 12)

East of Kootenay Pass, North to Sanca, South to the International Border and East to Irishman Creek.

Related Legislation: School Act [RSBC 1996, Part 6, Division 2, Section 74.1]

Related Contract Article: Nil

Adopted: May 27, 2003

Amended: October 12, 2010

Amended: December 11, 2018

## POLICY 411: Schools and Programs of Choice

The Board of Education for School District No. 8 (Kootenay Lake) recognizes its obligation, consistent with the School Act and relevant provincial legislation, to provide an educational program for all students of school age. It is the goal of the Board to offer programs promoting excellence in instruction and optimal achievement for all students.

The Board recognizes that there may be staff, parental and/or student interest in having the district make available District, school or program options with a particular philosophy, service delivery model, or focus. The Board ~~of School Trustees~~ believes that full consideration should be given to educational options for students where these options are sound and sustainable, and where the options clearly enhance educational opportunities available to students.

For the purposes of this policy, the term “options” refers to programs within a school, or entire school, or District programs, based on alternative educational models. Examples of such programs or models include ~~Wildflower School Outdoor Programs, Academies~~ and French Immersion Program.

### Guidelines *(move to Admin. Procedures)*

1. Any group/individual wishing to present a proposal will be expected to present the proposal in writing to the Board. The group/individual, shall have the opportunity of meeting directly with the Board with regard to the proposal which contains a clear rationale for the program as well as:
  - 1.1. a mission statement accompanied by the goals and objectives of the program;
  - 1.2. a statement which sets out the educational soundness of the program including how the proposal is distinct from existing educational programs or fills a particular educational need not currently offered in the District;
  - 1.3. a clear indication of the intended school population to be served including age, grade levels, learner characteristics, and the number of students to be served including the neighbourhood communities;
  - 1.4. a clear understanding of the qualifications and nature of professional staff, and support staff required to offer the program;
  - 1.5. a clear understanding of the requirements of the Collective Agreements with CUPE and the KLTF;
  - 1.6. a clear understanding of the facilities required to offer the program, both immediate and long term;
  - 1.7. costs involved in putting the program in place and the source of funding;
  - 1.8. evidence of community support for the program which indicates the parents have an understanding of the proposal and have or will have children who will enroll in the program;
  - 1.9. how students register for the program; and,

Related Legislation: School Act [RSBC 1996, Part 6, Division 2, Section 75]

Related Contract Article: Nil

Adopted: August 30, 2005

Amended: April 8, 2008

Amended: December 11, 2018

- 1.10. evidence of such programs' success if they are operating in other school districts.
2. With regard to any Board-approved option, the Board will not generally provide a level of funding exceeding that which would normally be provided to that school or program.
3. The Board shall make reasonable efforts to provide information that may be required by groups/individuals in the preparation of proposals.
4. Following the Board's receipt of a proposal, the Superintendent of Schools shall provide a written review and evaluation of the proposal. This review shall include an analysis of:
  - 4.1 staffing/human resource requirements;
  - 4.2 facilities, both interim and long term;
  - 4.3 curriculum development and implementation;
  - 4.4 sources of funding/revenue including government, private, or corporate services and any obligations of the Board in the event outside funds are provided;
  - 4.5 a proposed implementation timeline; and,
  - 4.6 the impact of implementing the proposal on other District schools.
5. Approval of any educational option will be specific to one location unless otherwise stipulated by the Board.
6. The final decision with respect to all proposals rests with the Board of School Trustees. With respect to proposals referred to the Board, the Board may:
  - 6.1 Grant approval;
  - 6.2 Grant approval with particular conditions;
  - 6.3 Reject the proposal;
  - 6.4 Locate the program in a particular school or facility; or,
  - 6.5 Refer the proposal back to the applicant group or individual for further work (to be specified by the Board).
7. The Board will provide to the applicant group/individual, any reasons for rejection of a proposal.

8. Subsequent to approving an option, or following implementation of an option, the Board may at any time in the current school year or in a future year, review the option to determine whether or under what conditions the option will continue to be approved.

## **POLICY 412: Independent Homeschooler**

The Board of Education for School District No. 8 (Kootenay Lake) will provide Independent Homeschoolers registered in the School District access to educational services in accordance with the *School Act and amendments* and its associated regulations.

### Definition

A student registered at a public school whose instruction is delivered at home and whose parent/guardian(s) exercise complete independence and control over the student's education.

## POLICY 430: Fees, Deposits and Financial Hardship

The Board of Education for School District No. 8 (Kootenay Lake) commits to provide free instruction and educational resource materials to students, in accordance with the School Act, Regulations and Ministerial Orders.

The charging of fees and deposits must not become a barrier for student participation in curricular activities or programs.

The intent of school fees is to assist in covering costs without realizing a profit.

Guidelines (move to Admin. Procedures)

### 1. General

- 1.1. Principals shall establish a schedule of fees and deposits in consultation with the school Parent Advisory Council, with secondary students, and with staff.
- 1.2. The schedule of fees and deposits for the following year must be submitted to the Superintendent of Schools prior to May 1 of each year.
- 1.3. The Superintendent will review the schedule of fees and deposits to ensure that they meet Board Policy and Ministry requirements. Prior to June 1 of each year the Superintendent will present a schedule of fees for each school for Board approval.
- 1.4. If, after June 1, new courses are developed which are not on the list of courses for which fees can be charged, the fees for those courses must be approved by the Board prior to September 30.
- 1.5. The schedule of fees and deposits must include provision to waive in whole or in part, or to make alternate arrangements for payment of fees, for parents/guardians who cannot afford to pay some or all of the fee(s) or deposit(s). Students and parents/guardians must be treated with dignity and respect. Under no circumstances may schools address outstanding fees or deposits by identifying a child or a family to the school or the public.
- 1.6. Under no circumstances may schools withhold or delay report cards as a consequence for late payment of fees or deposits.

### 2. Fees

- 2.1. Schools may establish and set fees for membership in a student association, school handbook, school ~~yearbook~~yearbooks, graduation activities, and combination locks.
- 2.2. Schools may charge fees for expenses associated with extra-curricular field trips.
- 2.3. Schools may establish rental fees for equipment.

Related Legislation: School Act [RSBC 1996, Part 6, Division 2, Section 85]

Related Contract Article: Nil

Adopted: November 12, 2002

Amended: November 3, 2009

Amended: December 11, 2018

2.4. Schools may establish fees for consumables and non-consumables.

### 3. Deposits

3.1. Schools may charge a textbook deposit fee of \$25 per student to a maximum of \$50 per family.

3.2. The deposit is refundable at the end of the school year provided that textbooks are returned to the school in a suitable condition.

3.3. The school must include provision to waive in whole or in part, or to make alternate arrangements for payment of deposits, for parents/guardians who cannot afford to pay some or all of the deposit(s).

3.4. The school must ensure that appropriate procedures are in place so that proper records are kept of textbooks and deposits.

### 4. Procedures in Cases of Financial Hardship:

4.1. Principals will involve the staff and Parent Advisory Council in developing procedures for dealing with individual cases when financial hardship may prevent a student from participating in a curricular program or activity.

4.2. Extra-curricular trips or activities are not considered part of the educational program and do not relate to specific learning outcomes. Therefore fees which are limited to expenses, may be charged.

4.3. Principals will ensure that the school community is aware that the school has provisions for addressing cases of financial hardship and that anyone who may find themselves in such a situation can approach the Principal or other staff members privately and in confidence. Consequently, all members of staff need to be aware of this provision and be able to advise parents/guardians and students accordingly.

4.4. Principals will publish the school's fee and deposit schedule in the school handbook, student agenda and/or newsletters before the beginning of the school year or semester. The schedule will outline a fair and confidential process for students, parents and school staff to waive fees in cases where students and their parents experience financial hardship. This process will also be outlined on appropriate permission slips and communication tools.

4.5. The Principal will receive and deal with all requests for support and consideration. In doing so, the Principal will consider the following options.

4.5.1. deferred payment

4.5.2. payment over time

Related Legislation: School Act [RSBC 1996, Part 6, Division 2, Section 85]

Related Contract Article: Nil

Adopted: November 12, 2002

Amended: November 3, 2009

Amended: December 11, 2018

4.5.3. partial waiver

4.5.4. full waiver.

4.6. All requests are held in strict confidentiality, respecting the privacy of the family and student.

Related Legislation: School Act [RSBC 1996, Part 6, Division 2, Section 85]  
Related Contract Article: Nil  
Adopted: November 12, 2002  
Amended: November 3, 2009  
Amended: December 11, 2018



## **POLICY 440: Extra-Curricular and Co-Curricular Activities**

The Board of Education for School District No. 8 (Kootenay Lake) recognizes that extra-curricular and co-curricular activities are an integral part of school programs. In order to ensure an orderly procedure for approvals and to ensure student safety, the corresponding administrative procedures are to be implemented.

To support student travel needs, the Board shall establish an annual budget, to be distributed under the direction of the Superintendent of Schools.

Related Legislation: Nil  
Related Contract Article: Nil  
Adopted: June 9, 1999  
Amended: October 7, 2008  
Amended: June 29, 2010  
Amended: December 11, 2018

## POLICY 441: Student Eligibility for Extra-Curricular Activities

The Board of Education for School District No. 8 (Kootenay Lake) encourages student participation in extra-curricular activities and believes that participation in such activities benefits the student. Subject to the guidelines accompanying this Policy, participation in extra-curricular activities must be open to all students registered in School District No. 8.

### Guidelines

~~1-~~ Eligibility decisions are generally made by individual schools. However, such decisions will be guided by the district policy.

~~2-~~ The policies of BC School Sports regarding eligibility for participation in sports are recognized and supported by the Board.

### (move to Admin. Procedures)

~~3-1.~~ In order to participate in an extra-curricular activity, students must be enrolled in the school where they intend to participate. However, subject to any regulations established by BC School Sports, a student may participate in another District school's extra-curricular activity provided that:

~~3-1.1~~ the activity is not provided at the District school in which the student is registered;

~~3-2.1.2~~ both school Principals agree; and,

~~3-3.1.3~~ the receiving school is able to accommodate the incoming student without displacing a student who wishes to participate in that particular extra-curricular activity.

~~4-2.~~ Students are required to maintain regular attendance, satisfactory behaviour, and achievement in order to participate in an extra-curricular activity.

~~5-3.~~ The Principal may withdraw extra-curricular participation from a student if the student does not maintain satisfactory attendance, behaviour and achievement.

~~6-4.~~ All decisions about participation are at the Principal's / Superintendent's discretion.

## **POLICY 450: Student Services**

The Board of Education for School District No. 8 (Kootenay Lake) supports the practice of inclusion by serving students with diverse needs through a continuum of service delivery in regular classrooms throughout the district, provided the needs of all can be met and a safe effective learning environment can be maintained.

Student services will be provided in accordance with the Student Services Handbook.

## POLICY 451: Physical Restraint and Seclusion in School Settings

The Board of Education for School District No. 8 (Kootenay Lake) is committed to providing a safe, secure and respectful environment for students and staff. Positive and least restrictive approaches in the provision of student supports are considered best practice. The purpose of these provisions is to promote a response that protects both the individual and others' safety and well-being.

Physical restraint or seclusion is used only in exceptional circumstances where the behaviour of a student poses imminent danger of serious physical harm to self or others and where less restrictive interventions have been ineffective in ending imminent danger of serious physical harm.

Administration will review Policy 451: Physical Restraint and Seclusion in School Settings annually for currency.

### *Move to Admin. Procedures*

Individuals/staff who work directly with a student in situations where there is a potential for imminent danger of serious physical harm to the student or others must be familiar with *the Provincial Guidelines - Physical Restraint and Seclusion in School Settings, B.C. Ministry of Education June 3, 2015* <http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/diverse-student-needs/physical-restraint-seclusion-guidelines.pdf>

~~Physical restraint or seclusion is used only in exceptional circumstances where the behaviour of a student poses imminent danger of serious physical harm to self or others and where less restrictive interventions have been ineffective in ending imminent danger of serious physical harm.~~

Schools will have access to individuals, preferably staff members, who are trained in positive behaviour intervention supports, conflict and crisis de-escalation and non-violent crisis intervention techniques.

All staff working directly with a student where there is a potential for imminent danger of serious physical harm to self or others will be provided the opportunity to participate in training regarding the use of physical restraint and seclusion.

~~Administration will review Policy 451: Physical Restraint and Seclusion in School Settings annually for currency.~~

### 1. Definitions:

- 1.1. **"Behaviour"** the actions by which an individual adjusts to his or her environment. It is commonly understood that behaviour is communication. It is the impact of the behaviour that dictates whether the behaviour is negative or positive.
- 1.2. **"Physical Restraint"** is a method of restricting another person's freedom of movement or mobility in order to secure and maintain the safety of the person or the safety of others. The provision of a physical escort (i.e. temporary touching or holding of a student's hand, wrist arm, shoulder or back for the purpose of accompanying and inducing a student who is acting out to walk to a safe location) does not constitute physical restraint. Neither is the provision of physical guidance or prompting of a student when teaching a skill, redirecting attention, or providing comfort.

- 1.3. “**Seclusion**” is the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving. Behaviour strategies, such as “time out”, used for social reinforcement as part of a behaviour plan, are not considered “seclusion”. Neither is it considered seclusion where a student has personally requested to be in a different/secluded location or space.
- 1.4. “**Time-out**” is the removal of a child from an apparently reinforcing setting to a presumably non-reinforcing setting for a specified and limited period of time.

## POLICY 460: Language

The Board of Education for School District No. 8 (Kootenay Lake) expects all students to achieve proficiency in the English language. The Board will offer students Core French as a second language.

Other languages may be offered according to the following associated guidelines.

### *Guidelines (move to AP)*

1. All students must take a second language as part of the curriculum in grades 5-8 except where students are:
  - 1.1 Identified as having special needs or are receiving English as a second language services (ESL).
  - 1.2 Unable to demonstrate their learning in relation to the expected learning outcomes of the second language course.
  - 1.3 Enrolled in Late French Immersion in Grade 6.
2. Schools should ensure that a decision for exemption is made in consultation with the student, teacher and parent. Exemptions for students with special needs must be recorded in the student's IEP.
3. Students, especially those of Francophone parents and/or Aboriginal ancestry, should have an opportunity to learn their ancestral language where demand, student enrolment, availability of curriculum and teaching resources are present.
4. Only second language curricula, which have education program guides listed in the Education Program Guide Order or approved under the local programs order, are eligible to meet the second language requirements for grades 5-8.
5. Schools may elect to offer a second language program K-4 at no additional cost to the Board.

## POLICY 480: Parent Advisory Councils/District Parent Advisory Council

The Board of Education for School District No. 8 (Kootenay Lake) believes that parents are partners in the educational system and that parental involvement helps to promote a positive learning environment. The Board supports the establishment of a District Parent Advisory Council and Parent Advisory Councils at each school.

[Guidelines move to Admin. Procedures](#)

### 1. Parent Advisory Councils

- 1.1 A Parent Advisory Council (PAC) may be formed at each school and will conduct its affairs in accordance with the School Act.
- 1.2 A parent group seeking recognition as a Parent Advisory Council must make application to the Board of School Trustees. The Board will act in accordance with the School Act and recognize only one PAC for each school.
- 1.3 The Principal of the school or designate may attend meetings of the Council.
- 1.4 The PAC through its elected officers may advise the Board and the Principal and staff of a school on any matter relating to the school, and provide support and assistance as determined by the PAC.
- 1.5 To assist parents, principals will facilitate, encourage, and promote involvement in and awareness of PACs.
- 1.6 The PAC shall provide a copy of its Constitution and Bylaws to the Board and DPAC.

### 2. District Parent Advisory Council

- 2.1 The Board recognizes the Kootenay Lake District Parent Advisory Council (DPAC)
- 2.2 The DPAC shall conduct its affairs in accordance with the School Act.
- 2.3 The DPAC shall provide a copy of its bylaws and constitution to the Board.
- 2.4 The Board will appoint a trustee to represent the Board at meetings of the DPAC.
- 2.5 The Board in setting the District budget will annually determine the amount of funding, if any, to be provided to the DPAC.
- 2.6 The DPAC will provide the Board with a financial statement at the end of each school year.
- 2.7 When the Board seeks parent representation on Board committees, DPAC will be asked to select a representative parent or parents. At the discretion of the Board, or Board Committee, additional parents may be selected and invited by the Board to serve on Board committees.

Related Legislation: School Act [RSBC 1996, Part 2, Division 2, Section 8]  
Related Contract Article: Nil  
Adopted: May 4, 2004  
Amended: December 11, 2018

## POLICY 490: School Closure

The Board of Education for School District 8 Kootenay Lake believes that consultation with staff, parents and the public is essential when considering decisions that involve closing schools. Such considerations will be subject to the guidelines within this Policy.

### Guidelines

#### ~~1. General:~~

~~1.1~~ Permanent closure means that for a period of more than twelve (12) months the building will not be used to provide educational programs to students, except where the Board intends to reopen the school following renovations or repairs or additions.

~~1.2~~ Efforts will be made to ensure that all persons in the community who could be affected by a school closure are given an adequate opportunity to comment on the proposal before a final decision is made.

~~1.3~~ Schools will not be considered for closure if enrolment projections forecast the reopening of the school in the near future.

~~1.4~~ —The final decision regarding closure of a school or schools shall be made before April 30.

### Move to Admin. Procedures

~~2.1.~~ An examination of the following issues will be conducted by the Superintendent and reported to the Board before a decision is made by the Board to consider school closure:

- 2.1 evaluation of the physical condition of the school being considered for closure and schools or schools to which students may be transferred;
- 2.2 availability of alternative accommodation;
- 2.3 educational program/course implications for affected students;
- 2.4 safety impact;
- 2.5 alternate potential uses of the facility being considered for closure;
- 2.6 potential parental and local community support;
- 2.7 enrolment projections in the schools affected by possible closure;
- 2.8 effect of a closure on other schools including impact on space and capacity;
- 2.9 impacts on students and the number of students affected;

Related Legislation: School Act [RSBC 1996, Part 6, Division 2, Section 85.2a]

Related Contract Article: Nil

Adopted: April 22, 2003

Amended: February 17, 2004

Amended: December 11, 2018



- 2.10 effect on catchment areas;
- 2.11 effect on transportation services;
- 2.12 financial impact of the closure;
- 2.13 impact on District Capital Plans; and
- 2.14 other factors relevant to whether the particular school should be one considered for closure.

~~3-2.~~ The Board will consider the information provided, and decide whether to consider one or more school closures. In order to enable the Board to first notify the schools that may be affected (see Clause 4.1) a potential decision to consider a school for closure may be made at a closed meeting. The formal decision to proceed with consideration of a school closure will be made at the next public meeting of the Board. All related information presented at the closed meeting and minutes of that portion of the closed meeting will be made publicly available following the announcement unless the Board specifically directs otherwise.

~~4-3.~~ Process for notification and consultation with staff of affected schools includes:

- 4.1 Notification meeting with the principals of the school being considered for closure and other schools(s) to be affected, prior to an official announcement by the Board;
- 4.2 Notification meeting with the Superintendent or designate and the staff and PAC Executive of the school(s) being considered for closure prior to an official announcement by the Board;
- 4.3 An opportunity provided to the staff of the school being considered for closure, for a meeting at the school with the Board after the official announcement;
- 4.4 Notice to staff at other schools affected; and
- 4.5 An opportunity provided for written input.

~~5-4.~~ Process for consultation with the public includes:

- 5.1 Notice of the Board's decision to consider the school for closure will be given to the parents of the school considered for closure and other schools affected by the closure and to all communities affected by the school closure and consequential changes to the other schools.
- 5.2 The information on which the Board based its decision to consider the school for closure will be made available to the public.
- 5.3 There will be an adequate opportunity for written response to the proposed school closure and information and directions on how to submit a written response, including advice that submissions may be referred to at subsequent public forums respecting the closure and in

Related Legislation: School Act [RSBC 1996, Part 6, Division 2, Section 85.2a]

Related Contract Article: Nil

Adopted: April 22, 2003

Amended: February 17, 2004

Amended: December 11, 2018

summaries or other information provided to Trustees, unless the correspondent specifically request that name and address remain confidential.

- 5.4 The Board will hold at least one (1) public meeting, advertised by school newsletter and in the public media, with at least seven (7) days' notice, at the school being considered for closure. Students and parents currently attending the school will be notified through school newsletters.
- 5.5. The Board may designate a committee of Trustees to attend public meetings and meetings with staff or staff representatives and to report to the Board on the input received. A record shall be kept at each such meeting of the main points raised. These records shall be provided to the Board prior to the meeting at which the Board makes its final decision on the proposed closure.
- 5.6 Other community agencies which may be affected by the school closure will also be notified. Local governments and First Nations will be specifically notified and invited to provide input through the public consultation process.

## 6.5. Decision on Closure

6.1.5.1. The Board will make its final decision on the proposed school closure after taking into fair consideration the input received through the consultation process. Fair consideration includes the concept that the proposal could be changed or reversed.

6.1.1.5.1.1. Where a change to the proposal means that a new segment of the community, parents or staff is affected that was not affected by the prior proposal, additional consultation shall be provided in order to allow the new group to provide input.

6.1.2.5.1.2. Where a change to the proposal substantially changes the effect on the community, staff or parents in ways that were not anticipated in the prior consultation, additional consultation shall be provided to allow the community to provide the Board with input on the new impacts.

6.2.5.2. Ordinarily the consultation process will take at least sixty (60) days from the time the Board makes its decision to consider the school for closure. The School Board consultation process may be shortened in circumstances where the Board is satisfied that there is a pressing need for a shorter time period and prior consultation (e.g., on related proposals) has given the community, parents, students and staff adequate notice and opportunity to consult and has provided the Board with a full understanding of the impact on the community, parents, students and staff.

6.3.5.3. The final decision of the Board shall be by Board Bylaw, after First and Second Reading of the Bylaw at a public Board meeting and Third Reading and Final Reading at the next public Board meeting.

Related Legislation: School Act [RSBC 1996, Part 6, Division 2, Section 85.2a]

Related Contract Article: Nil

Adopted: April 22, 2003

Amended: February 17, 2004

Amended: December 11, 2018

**POLICY AND GOVERNANCE COMMITTEE OF THE WHOLE  
POLICY PRIORITY LIST**

Policy No.	Policy Name	Status	Originating	Assignment
Section 300	Students	January 2019 - Review	Board	P&G Committee
Section 400	Instruction and School Organization	February 2019 - Review	Board	P&G Committee
Policy 420	Distributed Learning	As per DL Audit, Principal Simpson to create DL policies.	Audit	Rob Simpson
Section 500	Human Resources	April 2019 - Review	Board	P&G Committee
Section 600	Finance and Business Operations	May 2019 - Review	Board	P&G Committee
Section 600	Child Care Providers in schools	Board Referral	Board Referral New policy	Michael
Section 600	Authority to Superintendent and Secretary-Treasurer to sign documents on behalf of District	Recommended by our Legal Counsel, Ron Bogusz.	New policy	Michael
Section 700	Facility Operations and Transportation	June 2019 - Review	Board	P&G Committee
Section 800	Information and Communications Technology	June 2019 - Review	Board	P&G Committee
Section 200	Health & Safety	2019/20 - Review	Board	P&G Committee
-	Annual Student Symposia	Each Committee of the Whole is scheduling an annual Student Symposia		P&G Committee to host 2019/20

# 2018-2019 Board Calendar

revised: 2/1/2019

DATE	TIME	LOCATION	COMMITTEE OF THE WHOLE MEETINGS	BOARD MEETINGS	OTHER
September 11	1:00 pm - 2:30 pm	Board Office, Nelson			Flex Meeting (Optional Use)
	3:00 pm - 4:00 pm			Closed Board Meeting	
	5:00 pm - 7:00 pm			Regular Board Meeting	
September 25	11:00 am - 12:00 pm	Board Office, Nelson		Special Closed Board Meeting	
	12:30 pm - 2:00 pm		Policy & Governance		
	2:30 pm - 4:00 pm		Education		
	4:30 pm - 6:00 pm		Finance & Operations		
	6:00 pm - 7:00 pm			Special Open Board Meeting	
October 9	1:00 pm - 2:30 pm	Board Office, Nelson			Flex Meeting (Optional Use)
	3:00 pm - 4:00 pm			Closed Board Meeting	
	5:00 pm - 7:00 pm			Regular Board Meeting	
<i>October 20 - General Local Elections</i>					
November 13	12:00 pm - 2:00 pm	Board Office, Nelson			Trustee Oaths & Orientation
	2:00 pm - 2:30 pm			Special Open Board Meeting	
	3:00 pm - 4:00 pm			Closed Board Meeting	
	5:00 pm - 7:00 pm			Regular Board Meeting	
November 20	9:00 am - 12:00 pm	Board Office, Nelson			Trustee Orientation
November 27	12:30 pm - 2:00 pm	Board Office, Nelson	Policy & Governance		
	2:30 pm - 4:00 pm		Education		
	4:30 pm - 6:00 pm		Finance & Operations		

DATE	TIME	LOCATION	COMMITTEE OF THE WHOLE MEETINGS	BOARD MEETINGS	OTHER
December 11	1:00 pm - 2:30 pm	Board Office, Nelson			Flex Meeting (Optional Use)
	3:00 pm - 4:00 pm			Closed Board Meeting	
	5:00 pm - 7:00 pm			Regular Board Meeting	
<i>December 25 - No Meetings - Winter Break</i>					
January 8	12:00 pm - 1:30 pm	Board Office, Nelson	Policy & Governance		
	1:45 pm - 4:00 pm		Education		
	4:30 pm - 6:00 pm		Finance & Operations		
January 22	1:00 pm - 2:30 pm	Board Office, Nelson			Flex Meeting (Optional Use)
	3:00 pm - 4:00 pm			Closed Board Meeting	
	5:00 pm - 7:00 pm			Regular Board Meeting	
February 12	12:30 pm - 2:00 pm	Board Office, Nelson	Policy & Governance		
	2:30 pm - 4:00 pm		Education		
	4:30 pm - 6:00 pm		Finance & Operations		
February 26	1:00 pm - 2:30 pm	Salmo Secondary			Flex Meeting (Optional Use)
	3:00 pm - 4:00 pm			Closed Board Meeting	
	5:00 pm - 7:00 pm			Regular Board Meeting	
March 12	1:00 pm - 2:30 pm	PCSS, Creston	Finance & Operations		
	3:00 pm - 4:00 pm			Closed Board Meeting	
	5:00 pm - 7:00 pm			Regular Board Meeting	
<i>March 26 - No Meetings - Spring Break</i>					
April 9	12:30 pm - 2:00 pm	Board Office, Nelson	Policy & Governance		
	2:30 pm - 4:00 pm		Education		

DATE	TIME	LOCATION	COMMITTEE OF THE WHOLE MEETINGS	BOARD MEETINGS	OTHER
	4:30 pm - 6:00 pm		Finance & Operations		
April 23	1:00 pm - 2:30 pm	Mount Sentinel			Flex Meeting (Optional Use)
	3:00 pm - 4:00 pm			Closed Board Meeting	
	5:00 pm - 7:00 pm			Regular Board Meeting	
May 14	12:30 pm - 2:00 pm	Board Office, Nelson	Policy & Governance		
	2:30 pm - 4:00 pm		Education		
	4:30 pm - 6:00 pm		Finance & Operations		
May 28	1:00 pm - 2:30 pm	JVH, Kaslo			Flex Meeting (Optional Use)
	3:00 pm - 4:00 pm			Closed Board Meeting	
	5:00 pm - 7:00 pm			Regular Board Meeting	
June 11	12:30 pm - 2:00 pm	Board Office, Nelson	Policy & Governance		
	2:30 pm - 4:00 pm		Education		
	4:30 pm - 6:00 pm		Finance & Operations		
June 25	1:00 pm - 2:30 pm	Board Office, Nelson			Flex Meeting (Optional Use)
	3:00 pm - 4:00 pm			Closed Board Meeting	
	5:00 pm - 7:00 pm			Regular Board Meeting	